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ABSTRACT

The Ohio Program Review for Improvement, Develcpment, and Expansion (PRIDE) in Vocational Education is a comprehensive program review system designed to define, secure, and provide useful information relative to selected vocational education objectives. This document was designed to assist the local vocational education personnel in planning and conducting the self-review activity for individual instructional programs. The steps in the instructional program self-review process are discussed under the headings: preparing for the self-review, program self-review committee, program review guide, local adaptation of program review guides, program review procedures, and the program review report. A suggested report outline for self-review instructional program (Administration and Guidance) together with a suggested report outline for program review for the Vocational Education Planning District are appended to the report. This document should be used in conjunction with CE 000 562 which is the outline of the basic PRIDE Program in Ohio. (KP)

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OHIO PRIDE IN VOCATIONAL EDUCATION

PROGRAM SELF - REVIEW PROCEDURES

OHIO PROGRAM REVIEW FOR IMPROVEMENT,
DEVELOPMENT, AND EXPANSION IN VOCATIONAL EDUCATION

STATE OF OHIO - DEPARTMENT OF EDUCATION
MARTIN ESSEX, SUPERINTENDENT OF PUBLIC INSTRUCTION

Division of Vocational Education

U.S. DEPARTMENT OF HEALTH,
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For use with Program Review Guides

CE000955

INTRODUCTION

Ohio Program Review for Improvement, Development, and Expansion in Vocational Education (Ohio PRIDE in Vocational Education) has been developed as an integral part of the continuing programmatic effort designed to improve the quality of vocational education. Ohio PRIDE is a comprehensive program review system designed to define, secure, and provide useful information relative to selected vocational education goals and objectives. The program review system will assist local, vocational education planning district, and state-level decision-makers by providing information necessary for the educational planning and decision-making process.

The components of Ohio PRIDE are (1) instructional program process variable review, (2) instructional program product review, (3) instructional program cost-analysis review, (4) vocational education organization and administration review, (5) vocational education availability and impact review, and (6) vocational education acceptance and congruence review. The information derived from the program review components at the local education agency level will be used for local vocational education planning and decision-making. Selected program review information will be clustered by local education agencies to form an information base for planning and decision-making at the vocational education planning district level. The information from the vocational education planning districts will be further combined to provide information for state-wide vocational education planning and decision-making.

This publication has been developed to assist the local vocational education personnel in planning and conducting the self-review activity and is designed to be used with individual Instructional Program Review Guides developed for each vocational education instructional program. The material within this publication and the individual Program Review Guides has been developed for state-wide application. Local instructional program review committees should make adaptations in procedures and materials for use in the specific local setting.

The material within this publication is written for the review of

a single instructional program. It is also written in general terms to permit the local schools to prepare detailed self-review activity plans. Information to help local self-review committee chairmen plan for self-review activities involving multiple programs and for the development of self-review activity plans will be provided during in-service education workshops.

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PART I

Instructional Program Self-Review

Self-Review

Vocational education programs are constantly being evaluated, perhaps at times informally or indirectly, but the concern with Ohio PRIDE in Vocational Education is to provide a systematic, organized approach for maximum personnel involvement and information yield. Instructional program self-review exists as one means of ascertaining the quality and effectiveness of essential program elements or characteristics which have the greatest effect on the attainment of instructional program objectives. These essential program elements or characteristics are termed process variables.

Since the self-review activity is designed for program improvement, and not for rating of one program against another, the review of process variables can best be accomplished by those persons most closely related to the instructional program and/or who will be responsible for educational planning and decision-making relative to the program. The advantage of self-review in the educational improvement process is that those who will subsequently implement recommendations and thus be beneficiaries of change are directly involved in all review activities.

The effectiveness of the instructional program elements or characteristics, process variables, should be reviewed and judged in terms of the extent to which each contributes to the preparation of the individual to become employed, satisfied, and successful in the occupational field; that is, to which all aspects contribute to the achievement of the instructional program objectives.

The instructional program self-review is looked upon as a cooperative team effort which requires a commitment by local administrators that assures support and resources for completing the review activities and consideration of findings and recommendations.

It is assumed that local self-review teams or committees will utilize this publication and related Program Review Guides as aids in the self-review process. The sections which follow deal with the

preparation for and organization of staff and others for the self-review.

Preparing for Self-Review

The design and operation of the program review system Ohio PRIDE are guided by a State Advisory Group composed of local vocational education teachers and administrators. Through this Advisory Group the Division of Vocational Education will contact local administrators to secure general commitment necessary for the successful completion of program review activities.

The Division of Vocational Education will also provide local self-review committee chairmen with in-service education workshops designed to familiarize chairmen with suggested procedures and activities. During the workshops local committee chairmen will have the opportunity to develop self-review activity plans.

Before the self-review activity plans are implemented the local chairmen should meet with their local administrators to present the self-review activity plan and obtain administrative support for the plan of activities.

Program Self-Review Committee

The self-review activities should be conducted by a committee of individuals who are interested in and who have understandings about the instructional program. These individuals should have sufficient background to justify their leadership in the self-review.

The self-review committee should be headed by a chairman who is familiar with the particular instructional program. The chairman should have time available to coordinate the self-review activities and prepare the final self-review reports. The chairman and the committee should have clerical help available as required to successfully carry out the activity plan.

It is suggested that the program self-review committee for each instructional program be composed of from four to six individuals. The committee should be appointed by the school administration as an

official school committee. The key to successful self-review is the involvement of personnel in the various activities.

Individual committee members may be selected from the following:

1. Two to four school representatives such as:
   a. Instructional program staff (essential)
   b. Local supervisor of the vocational service
   c. Vocational education director
   d. Building principal
   e. Vocational guidance personnel
   f. Curriculum or closely related discipline personnel
   g. Students in the instructional program
2. Two business, industrial, or lay representatives (essential):
   a. These committee members should be selected from the instructional program advisory committee
   b. Other committee members may be selected to represent former students and parents

It has been suggested by a number of schools that a non-committee member function as the committee recorder. These schools have found that this allows the chairman and others to interact without the having to personally keep a record of the discussion.

Program Review Guide

Program review guides have been developed by local instructional program personnel for each vocational education instructional program by Vocational Education Taxonomy Code Number. The purpose of the Program Review Guide is to provide a vehicle designed to direct the self-review committee's study of the instructional program process variables in relation to elements or characteristics which have proven essential to instructional program success.

The program review guides for the 1970-71 review activities are in initial draft stage. A revision workshop is planned for May of 1971 to up-grade the guides based on recommendations of local self-review committees. The material presented in each Instructional Program Review Guide consist of:

1. An instructional program description which delineates the optimal characteristics of the program;
2. A set of instructional program objectives which forms the frame-of-reference or program specifications against which to judge the adequacy and appropriateness of the instructional program process variables; and
3. A listing of process variables grouped in the areas of curriculum and instruction, facilities and equipment, instructional staff, and students. The process variables are a translation of the instructional program objectives into those elements or characteristics which are essential to meet the objectives.

Local Adaptation of Program Review Guides

Since the individual Program Review Guides were developed for state-wide use, each Guide must be adapted to fit the local situation. The adaptation activity should be a part of the self-review activity plan and should include all elements of the Program Review Guide; that is, program description, instructional program objectives, and process variables.

The limited number of process variables included within each section of the initial Program Review Guides cannot possibly cover all existing situations. Awareness of this limitation will assist the self-review committee to adapt the Guide to be most effective in a particular situation.

Review Guide adaptations, additions, and suggestions made by local self-review committees will be reviewed by development personnel and where appropriate or applicable to state-wide use they will be incorporated into future editions. This process is essential to providing the best Program Review Guides available.

The following suggestions are made to assist the self-review committee in local adaptation of the Program Review Guide. Local adaptations or changes should be inserted into the appropriate section of the Guide to insure that all committee members include these in their study of the instructional program. In addition, all adaptations,

additions, changes, and suggestions for improvement of the Program Review Guide should be included in the Program Review Report.

1. Program Description

   The program Description is a concise narrative statement which delineates the salient features of the vocational education instructional program and should be adapted to reflect the uniqueness of the local program.

2. Instructional Program Objectives

   The instructional program objectives are precise statements of intended outcomes which are compatible with the program description and serve as "bench-marks" against which to judge the adequacy and appropriateness of the process variables.

   The review committee should supplement the instructional program objectives to reflect the unique characteristics of the local instructional program. Objectives included in the Program Review Guide may serve as examples in developing supplemental objectives.

3. Process Variables

   Process variables are essential elements or characteristics of the instructional program which make possible the attainment of the program objectives. Key process variables have been developed in each of the four sections of the Review Guide in an attempt to provide a guide for use in assessing the degree to which curriculum and instruction, facilities and equipment, instructional staff, and students contribute to the accomplishment of program objectives.

Since the process variables in the Review Guide were developed for state-wide application, local program uniqueness may necessitate the development of additional variables to be reviewed. Process variables in the Program Review Guide may serve as examples in developing supplemental variables.

Program Review Procedures

The scope of instructional program self-review activities will depend upon the activity plan developed by the self-review committee chairman and approved by the school administration. The following procedural outline is suggested to help the self-review committee chairman organize and conduct the self-review activities in relation to process variable review:

1. The self-review committee chairman should attend the in-service education workshop and develop the self-review activity plan for the local instructional program. (Division of Vocational Education consultative help will be available throughout all activities.)
2. The committee chairman should review the self-review activity plan with the local school administrators and obtain approval and support for the activities.
3. The committee chairman should establish a time line for the self-review process with built-in time blocks for each activity. (State deadlines will be provided at the in-service education workshop.)
4. The school administration should appoint the instructional program self-review committee as an official school committee. Invitations to participate in the review activities should be made jointly by the school administration and the committee chairman.
5. The committee chairman should provide a thorough orientation for the program self-review committee as to

the purpose of the Program Review Guide and procedures to be followed in the self-review process.

6. The program self-review committee should examine the Program Review Guide and make local adaptations as required.
7. Each committee member should be provided with the opportunity to review the process variables within the curriculum and instruction, facilities and equipment, instructional staff, and student sections of the Program Review Guide. Activities of committee members may include observation of the instructional program, critical review of instructional materials, analysis of equipment repair records, interviews with students and instructional staff, study of student records and materials, and other review activities depending upon the self-review activity plan.
8. Each committee member should maintain notes relating to (a) program strengths, (b) program elements or characteristics which need improvement, and (c) alternatives, recommendations, and priorities for program improvement. In addition, committee members should individually complete the summary review statements in the Program Review Report.
9. The committee should meet together and study the individual reactions of the committee members.
10. The committee should provide a synthesis, interpretation, and summarization of the program self-review findings and summary review statements.
11. The chairman should prepare the final program review report based on information obtained in items 8, 9, and 10 above. (The Program Review Report is discussed in Part II.)
12. The chairman should review the Program Review Report with the committee for final approval.
13. The chairman should submit the Program Review Report

to the school administration, local advisory committee, school personnel, and other interested groups.

14. The chairman should provide the district superintendent with two copies of the Program Review Report for submission to the Division of Vocational Education.
15. The local educational decision-makers should utilize the Program Review Report findings, alternatives, recommendations, and priorities for program improvement, development, and expansion.

This suggested procedural outline is intended only as a guide to developing the unique local self-review activity plan. The in-service education workshops will help local self-review committee chairmen develop self-review activity plans.

PART II

Program Review Report

The Program Review Report document which accompanies each Program Review Guide is the result of field-testing of the process variable review component of Ohio PRIDE. During the field-testing, schools requested a report document of uniform pattern for each instructional program. This uniform pattern of reporting permits a clustering of information at the vocational educational planning district and state-levels.

The Program Review Report for each instructional program is the same except for the summary review statement section. The summary review statements represent a grouping of the process variable statements from each section into composite reference statements.

The narrative review report is the key to communicating the review findings and recommendations to educational decision-makers. The importance of a carefully prepared, clearly written report cannot be over stressed.

The report is designed to capsulize the findings and recommendations of the self-review committee and should be an action oriented document which provides information as to alternatives for program improvement, recommendations among the alternatives, and priorities for implementation of recommendations.

The narrative review report also serves as a frame-of-reference for future program reviews by subsequent self-review committees and State staff visiting program review teams. Constant follow-ups should be made to assess the progress toward strengthening the instructional program to bring about a fuller realization of the stated objectives.

The following is a discussion of each section of the Program Review Report as they appear in the report document:

1. Cover Sheet

   The cover sheet contains basic identification information. This page is

self explanatory and should be completed in detail so that reports may be appropriately identified at a later date.

2. Program Review Guide Adaptations

The information provided in this section of the report will form the primary basis for Program Review Guide revision.

In this section, describe the adaptations and additions which complement and supplement the program description, program objectives, and process variables within the Program Review Guide. In addition, the writer should present suggestions for Program Review Guide, Report, or Procedure changes.

A brief rationale or a description of the unique local setting may be included to describe the need for changes or adaptations in the Program Review Guide.

3. Curriculum and Instruction

The narrative report relating to curriculum and instruction is sub-divided into three areas. Each area is discussed separately.

A. Outstanding Program Aspects or Characteristics

The primary purpose of this area is to identify and describe those aspects of the curriculum and instruction which represent outstanding strengths. It is intended that the items reported under this area will be summarized by the Division of Vocational Education to provide information or ideas to help others find solutions to

persistent curriculum and instruction problems.

In this area, concisely describe those aspects of curriculum and instruction which the self-review committee identifies as outstanding within the instructional program.

B. Program Elements Which Need to be Strengthened

Describe in this area those elements or characteristics of the curriculum and instruction which need to be strengthened to fully meet the intent of the instructional program objectives.

This area should focus the reader's or decision-maker's attention on specific elements of curriculum and instruction which need to be strengthened and should provide a concise rationale for the identified need.

C. Alternatives, Recommendations, and Priorities for Program Improvement

Based on the area describing aspects of the curriculum and instruction which need to be strengthened, this area should offer alternatives for improvement and make recommendations among the alternatives.

The material here should present ways and means for making needed improvements and establish priorities for the curriculum and instruction improvement activities.

4. Facilities and Equipment
   - A. Outstanding Program Aspects or Characteristics
   - B. Program Elements Which Need to be Strengthened
   - C. Alternatives, Recommendations, and Priorities for Program Improvement
5. Instructional Staff
   - A. Outstanding Program Aspects or Characteristics
   - B. Program Elements Which Need to be Strengthened
   - C. Alternatives, Recommendations, and Priorities for Program Improvement
6. Students
   - A. Outstanding Program Aspects or Characteristics
   - B. Program Elements Which Need to be Strengthened
   - C. Alternatives, Recommendations, and Priorities for Program Improvement

The narrative review report for these three sections should follow the same format and provide the same type of information as in Item 3, but be directly related to the specific area.

7. Summary Review Statements

The rating of summary review statements will provide the decision-makers with a quick reference regarding aspects of the curriculum and instruction, facilities and equipment, instructional staff, and student components of the instructional program.

Each summary review statement should be given one rating on the

adequacy scale which represents the composite judgment of the self-review committee.

8. Report Summary

This section of the narrative review report should capsulize the program review findings and recommendations into a composite summary. This composite summary should provide the reader or decision-maker with a synthesis of sections 3, 4, 5, and 6 and establish overall priorities for program improvement. This section would not repeat the ways and means offered in previous sections but would provide an overall suggested implementation plan in logical developmental order designed for program improvement.

The narrative review report and ratings of summary review statements are prepared for educational decision-makers. It may be necessary to prepare selected revisions of the uniform pattern report to serve the unique needs of various audiences.

SUGGESTED REPORT OUTLINE
FOR
SELF-REVIEW INSTRUCTIONAL PROGRAM
(Administration and Guidance)

Note: A report for each instructional program within a school will be generated using this suggested outline as a guide. For example: two instructional programs within a district but in separate schools will necessitate two reports. Each report will be developed by the local self-review committee for the particular instructional program.

10-12-70

Suggested Report Outline
for
Self-Review Instructional Program

I. Introduction and Background
   A. Purpose of Self-Review
   B. Program Planning with Objectives
   C. Organizational Pattern for Self-Review
   D. Reaction of Committee to Self-Review
      1. Process
      2. Review Guide Adaptations
II. Statistical Information
   A. Time Schedule
   B. Enrollments
   C. Student Data
      1. Male-Female
      2. Disadvantaged
      3. Handicapped
      4. Regular
III. Program Description
   A. Re: To Suggested Program Description
   B. Local Adaptations
   C. Composite Rating and Justifications
IV. Instructional Program Objectives
   A. Re: To Suggested Program Description
   B. Local Adaptations
   C. Composite Rating and Justifications
V. Curriculum and Instruction
   A. Re: To Process Variable Statements
   B. Local Adaptations
   C. Composite Rating and Justifications
      1. Strengths
      2. Weaknesses
      3. Recommendations and Priorities
VI. Facilities and Equipment
   A. Re: To Process Variable Statements
   B. Local Adaptations
   C. Composite Rating and Justifications
      1. Strengths
      2. Weaknesses
      3. Recommendations and Priorities
VII. Instructional Staff
   A. Re: To Process Variable Statements
   B. Local Adaptations
   C. Composite Rating and Justifications
      1. Strengths
      2. Weaknesses
      3. Recommendations
VIII. Students
   A. Re: To Process Variable Statements
   B. Local Adaptations
   C. Composite Rating and Justifications
      1. Strengths
      2. Weaknesses
      3. Recommendations and Priorities

IX. Cost Analysis
- A. Per Pupil Expenditure
- B. Supervisor and Administrative Costs
- C. Depreciation
- D. Salary
- E. Material, etc.

X. Student Product Review
- A. Achievement Measures
- B. Placement and Follow-Up
  1. Success (Student, Parent, Employer)
  2. Satisfaction (Student, Parent, Employer)

XI. Community Resource
- A. Employment Needs
- B. Availability of Occupational Programs
  1. Priorities
  2. Industry, business, & Labor
  3. Locations
- C. Community Attitude
- D. Congruence
  1. Economic
  2. Geographic
  3. Societal Attitudes
- E. Adult Education

XII. Summary Statements, Conclusions, and Recommendations
- A. Process
  1. Description
  2. Objectives
  3. Curriculum and Instruction
  4. Facilities and Equipment
  5. Instructional Staff
  6. Students
- B. Cost Analysis
- C. Product Review
- D. Community
  1. Availability
  2. Acceptance
  3. Congruence
- E. Priorities

Appendix - Spot-Light Studies

SUGGESTED REPORT OUTLINE
FOR
PROGRAM REVIEW FOR VOCATIONAL EDUCATION PLANNING DISTRICT

Note: A report for each Vocational Education Planning District will be compiled using this suggested outline as a guide. To develop this report, information from the self-review instructional program reports will be utilized. This V.E.P.D. report will be written by the local coordinators of "PRIDE". Guidance for the V.E.P.D. report will be provided by the State Review Team.

10-12-70

Suggested Report Outline
for
Program Review for Vocational Education Planning District

I. Introduction and Background
   A. Purpose for Program Review
   B. District Planning by Objectives
   C. Organizational Pattern for V.E.P.D.
   D. Organizational Pattern for Program Review
   E. Reaction to Program Review
      1. Process
      2. Instructional Program Materials
      3. District Materials and Instruments
II. Statistical Information
   A. Student Population and Enrollment
   B. Student Interest and Aptitude Reports
   C. Projected Employment Needs
III. Administration for the V.E.P.D.
   A. Guiding Statement and Philosophy
   B. Objectives
   C. Recommendations and Priorities
IV. Guidance for the V.E.P.D.
   A. Guiding Statement and Philosophy
   B. Objectives
   C. Recommendations and Priorities
V. Agriculture Education Program
   A. Guiding Statement and Philosophy
   B. Objectives
   C. Recommendations and Priorities
   D. Cooperative Occupational Experience Program in Agriculture (01.0000)
      1. Objectives
      2. Recommendations and Priorities
   E. Agricultural Production (01.0100)
      1. Objectives
      2. Recommendations and Priorities
   F. Agricultural Supply Business and Service (01.0200)
      1. Objectives
      2. Recommendations and Priorities
   G. Agricultural-Industrial Equipment and Service (01.0300)
      1. Objectives
      2. Recommendations and Priorities
   H. Food Processing (01.0400)
      1. Objectives
      2. Recommendations and Priorities
   I. Ornamental Horticulture Program (01.0500)
      1. Objectives
      2. Recommendations and Priorities

J. Agricultural Resources (01.0600)
1. Objectives
2. Recommendations and Priorities
K. Forestry (01.0700)
1. Objectives
2. Recommendations and Priorities
L. Agricultural Work Experience
1. Objectives
2. Recommendations and Priorities (01.9997)
VI. Business and Office Education Program
A. Guiding Statement and Philosophy
B. Objectives
C. Recommendations and Priorities
D. Cooperative Office Education - C.O.E. (14.0000)
1. Objectives
2. Recommendations and Priorities
E. Accounting and Computing (14.0100)
1. Objectives
2. Recommendations and Priorities
F. Business Data Processing Systems (14.0200)
1. Objectives
2. Recommendations and Priorities
G. Office Duplicating (14.0301)
1. Objectives
2. Recommendations and Priorities
H. Clerical Services Program (14.0302)
1. Objectives
2. Recommendations and Priorities
I. Work Experience in Business (14.0302C)
1. Objectives
2. Recommendations and Priorities
J. General Office Clerk (14.0303)
1. Objectives
2. Recommendations and Priorities
K. Office Machines Operator (14.0399)
1. Objectives
2. Recommendations and Priorities
L. Clerk-Steno Program (14.0700)
1. Objectives
2. Recommendations and Priorities
M. Clerk-Typist (14.0900)
1. Objectives
2. Recommendations and Priorities
VII. Distributive Education Program
A. Guiding Statement and Philosophy
B. Objectives
C. Recommendations and Priorities
D. Distributive Education Cooperative Program (04.0000)
1. Objectives
2. Recommendations and Priorities
E. Broadcast Arts Program (04.0100)
1. Objectives
2. Recommendations and Priorities

F. General Merchandising and Apparel and Accessories-Fashion Coordinator Programs (04.0200 & 04.0800)
1. Objectives
2. Recommendations and Priorities
G. Food Distribution Program (04.0600)
1. Objectives
2. Recommendations and Priorities
H. Petroleum Service Training Program (04.1600)
1. Objectives
2. Recommendations and Priorities
I. Occupational Work Adjustment Program (04.9998)
1. Objectives
2. Recommendations and Priorities

VIII. Vocational Home Economics Education Program
A. Guiding Statement and Philosophy
B. Objectives
C. Recommendations and Priorities
D. Comprehensive Home Economics Program (09.0101)
1. Objectives
2. Recommendations and Priorities
E. Child Development Program (09.0102)
1. Objectives
2. Recommendations and Priorities
F. Clothing and Textiles Program (09.0103)
1. Objectives
2. Recommendations and Priorities
G. Consumer Education Program (09.0104)
1. Objectives
2. Recommendations and Priorities
H. Family Health Program (09.0105)
1. Objectives
2. Recommendations and Priorities
I. Family Relations Program (09.0106)
1. Objectives
2. Recommendations and Priorities
J. Foods and Nutrition Program (09.0107)
1. Objectives
2. Recommendations and Priorities
K. Home Management Program (09.0108)
1. Objectives
2. Recommendations and Priorities
L. Housing, Home Furnishings, and Equipment Program (09.0109)
1. Objectives
2. Recommendations and Priorities
M. Cooperative Home Economics Multi-Area Program (09.0200)
1. Objectives
2. Recommendations and Priorities
N. Care and Guidance of Children's Program (09.0201)
1. Objectives
2. Recommendations and Priorities
O. Clothing Management, Production, and Services Program (09.0202)
1. Objectives
2. Recommendations and Priorities

P. Food Service Program (09.0203)
1. Objectives
2. Recommendations and Priorities
Q. Institutional and Home Management and Supporting Services Program (09.0205
1. Objectives
2. Recommendations and Priorities
IX. Trade and Industrial Education Program
A. A. Guiding Statement and Philosophy
B. Objectives
C. Recommendations and Priorities
D. Dental Assisting Program (07.0101)
1. Objectives
2. Recommendations and Priorities
E. Practical Nursing Program (07.0302)
1. Objectives
2. Recommendations and Priorities
F. Diversified Cooperative Training Program (17.0000)
1. Objectives
2. Recommendations and Priorities
G. Electrical Appliance Repair Program (17.0200)
1. Objectives
2. Recommendations and Priorities
H. Automobile Body and Fender Program (17.0301)
1. Objectives
2. Recommendations and Priorities
I. Automotive Mechanics Program (17.0302)
1. Objectives
2. Recommendations and Priorities
J. Aircraft Maintenance Program (17.0401)
1. Objectives
2. Recommendations and Priorities
K. Commercial Art Program (17.0700)
1. Objectives
2. Recommendations and Priorities
L. Carpentry Program (17.1001)
1. Objectives
2. Recommendations and Priorities
M. Masonry Program (17.1004)
1. Objectives
2. Recommendations and Priorities
N. Diesel Engine Program (17.1200)
1. Objectives
2. Recommendations and Priorities
O. Vocational Drafting Program (17.1300)
1. Objectives
2. Recommendations and Priorities
P. Industrial Electrician Program (17.1401)
1. Objectives
2. Recommendations and Priorities
Q. Motor Repairman Program (17.1403)
1. Objectives
2. Recommendations and Priorities